



# Lower Key Stage Two

Writing skills

Name: \_\_\_\_\_

# Basic skills

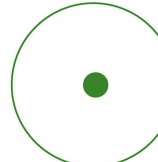
## Capital letters and full stops:

Always ensure your sentences begin with a capital letter and end with a full stop. Make sure your sentences **are always** grammatically correct.

You must always have capital letters for **proper nouns**, people's names, places, days of the week and month etc.



Capital/lower case letters



Full stops

## Commas:

Commas are used in lists, in between adjectives, at the end of direct speech and they're used at the end of fronted adverbials.



## Apostrophes:

There are two types of apostrophes:

**Apostrophes for contraction** show missing letters.  
can't    wouldn't    she'll    he's    they'd

**Apostrophes for possession** show that something belongs to someone.

Frank's bike    Laura's dog    The map's hidden secrets

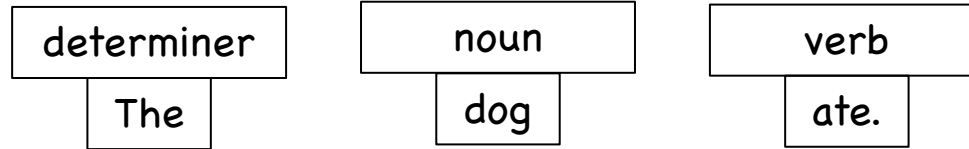


## Question marks:

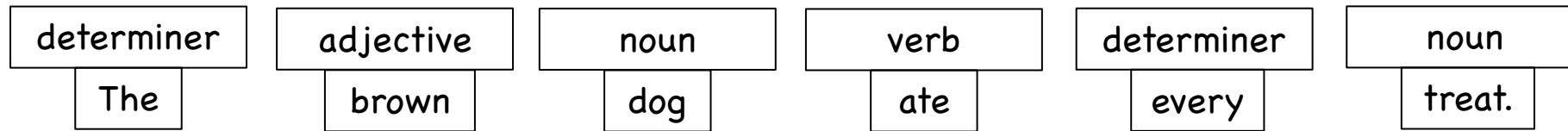
Question marks are used at the end of a direct question. They mark the end of a sentence like a full stop.



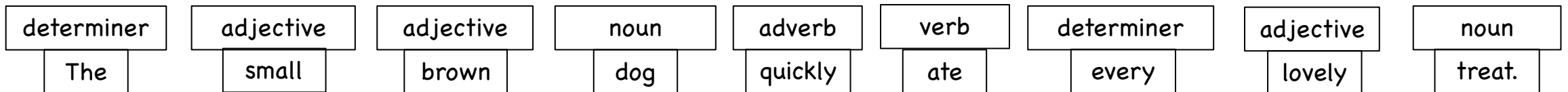
# Building sentences



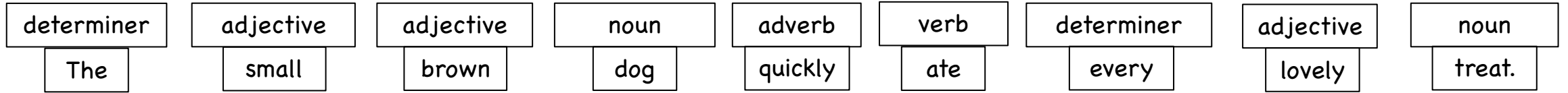
We can expand the sentence by using describing words...



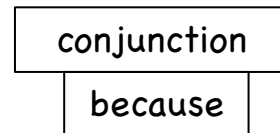
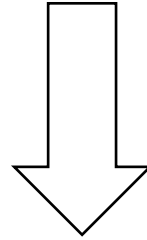
We can add more describing words...



# Building sentences continued...



We can add more detail by adding a conjunction to this sentence.



The small, brown dog quickly ate every lovely treat **because** the small, brown dog sneakily looked over at her treats.

# Noun phrases and expanded noun phrases

## Noun phrases:

A noun phrase is made up of a determiner and a noun. See the examples below:

determiner

noun

the

cat

two

shoes

my

friends

your

pen

## Expanded noun phrases:

An expanded phrase is made up of a determiner, adjective (or more than one adjective) and a noun.

determiner

adjective(s)

noun

the

scary

cat

two

brown

shoes

my

kind

friends

your

purple, sparkly

pen

# Punctuation

An exclamation mark shows a strong emotion. This could be happy, sad, angry and more. You only ever use one exclamation mark. It works the same as a full stop and finishes a sentence.



A question mark shows when a question has been asked. You will often be asking why, who, where, what. It works the same as a full stop and finishes a sentence.



A full stop marks the end of a sentence. Use full stops when you have a sentence that makes sense and isn't too long that you can't breathe!



An ellipsis builds suspense or silence. It can show that something is about to happen or make the reader pause for dramatic effect. It always has three dots.



Inverted commas are used to punctuate direct speech. These show the words that are coming directly from a character's mouth. You always start your first inverted comma before the first word the character says and the last after the last word.



Commas are used in lists, after fronted adverbials and before your last inverted comma.



My Notes:

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# Word class

**Adjective** – An adjective is a describing word. It can describe what something looks, smells, tastes, sounds like and more.

**Noun** – A noun is the name of something. Anything in the world that has a name is a noun. Foot, chair, cloud, hill, car and billions more!

**Pronoun** – A pronoun replaces a noun. Use them to stop repeating yourself over and over. He, she, we, they, his, hers, they, them, you, your, yours, me, my, it.

**Proper noun** – A proper noun is the name of a person, place, day or month. They must have a capital letter. Holly, Patrick, Dipton, United Kingdom, Saturday, May.

**Conjunction** – A conjunction joins two clauses together. You have **coordinating conjunctions** that join main clauses (and, but, so). You also have **subordinating conjunctions** (because, when, if) and many more!

**Preposition** – A preposition shows the position of something relative to something else. Through, under, on, over, in, above, against, around.

**Verb** – A verb is a doing word. It shows an action. Run, running, ran. Think, thinking, thought. Cry, crying, cried and many, many more!

**Adverb** – An adverb describes a verb. It describes how you do something. Often, it ends with an -ly suffix. Quickly, slowly, carefully, gradually, amazingly, surprisingly.

# Grammar

**Noun phrases** – A noun phrase consists of a determiner and a noun. **The dog, a coat.**

**Expanded noun phrases** – An expanded noun phrase consists of a determiner, one (or more) adjectives and a noun. **the scary dog a warm, fluffy coat**

**Past tense** – The past tense describes something that has now finished happening. Often, the verb will have an -ed suffix on the end but not always.

**Present tense** – The present tense shows something that is still currently happening now. Often, it has an -ing suffix on the end but not always.

**Past progressive tense** – Has was/were in front of a present tense verb.  
**I was painting the fence.**

## **Statements, Questions, Commands, Exclamations:**

- **Statements** tell you something. It is an average sentence and we use them in everyday conversations.
- **Questions** ask you something and end with a question mark.
- **Exclamations** show strong emotions such as anger, excitement or surprise. They end with an exclamation mark.
- **Commands** tell you to do something and start with a verb.

## **Common mistakes:**



I done it  
its mine



I did it/I have done it  
it's mine

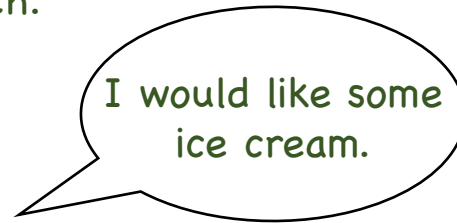


# Direct speech

Direct speech is speech that comes directly from a character's mouth.

Use the following rules to punctuate direct speech.

- Start on a **fresh line**.
- Begin with your first inverted comma. “
- Write your direct speech.
- Put a **comma, exclamation mark or question mark before** the “.
- Place your last inverted comma. ”
- Write who said the direct speech and remember capital letters for proper nouns.



Because it was a beautiful, sunny day, Hannah and Beth wanted to go to the beach. They asked their Mam for a lift.

“I would like some ice cream,” said Hannah.

**Tips for using direct speech:**

- Don't overdo it! Use direct speech infrequently, here and there in your writing. It is easy to get stuck in conversation between two characters. Fill in between it with description, fronted adverbials and subordinate clauses.
- Think of words other than 'said'.  
whispered, shouted, yelled, asked, begged, cried, demanded, mumbled, hinted, joked
- Try and include your reading skills in your direct speech. This is your opportunity to show how your character is **feeling**, what they are **thinking** and their **motives** (reasons why they do things).

# Main and subordinate clauses

## Main clauses:

A main clause makes sense by itself.  
It is a sentence by itself.

It must have a subject, an object  
and a verb.



main clause

subordinate clause

The witch was selfish because she  
wouldn't let anyone in her garden.

## Subordinate clauses:

A subordinate clause does not make sense by itself. It needs to be  
attached to a main clause to make sense.

A subordinate clause can come at the **back** or **front** of a sentence.  
If it is at the **front** of a sentence it is also a **fronted adverbial**.

I jumped in fright **when the monster screamed**.  
**When the monster screamed**, I jumped in fright.

Use the following **subordinating conjunctions** and more to start  
**subordinate clauses**.

because, when, if, while, after, in, since, although, through, over,  
under, unless, whether, until, wherever



# Fronted adverbials

Fronted adverbials come at the front of a sentence and add more detail.

- Fronted adverbials describe **where, when, why** or **how** something is happening.
- Fronted adverbials end with a comma. If you read out the sentence to check, you can tell there is a natural pause where the fronted adverbial ends. This is where the comma should be.
- Subordinate clauses at the front of sentences are also fronted adverbials.

Tips for using fronted adverbials:

- Use them a lot! Your writing should be filled with fronted adverbials - making your writing sound more mature and interesting. Varying your sentence openers engages readers more with your writing.

In the distance,  
Over the hill,  
Under the stairs,  
Through the cave,  
Above the clouds,  
On a morning,  
Against his  
friend's advice,  
Horrorified,  
Shocked,

Because \_\_\_\_\_,  
If \_\_\_\_\_,  
When \_\_\_\_\_,  
Although \_\_\_\_\_,  
At \_\_\_\_\_,  
Before \_\_\_\_\_,  
While \_\_\_\_\_,  
Since \_\_\_\_\_,  
Storming away,  
Delighted,

Amazingly,  
Carefully,  
Quickly,  
Suddenly,  
Stupidly,  
Slowly,  
Importantly,  
Majestically,  
Sprinting through  
the dark,

Every day,  
Occasionally,  
Sometimes,  
All of a sudden,  
Later,  
Never in my life,  
Down by the cliff,  
Behind the shed,  
Laughing  
hysterically,

Barely alive,  
Overwhelmed,  
Exhausted,  
Out of breath,  
Yesterday,  
After a while,  
On Tuesday,  
Without warning,  
Amazed,  
Delighted,



# Paragraphs

Paragraphs show a change in your writing. They show when one of the following things has changed:

- The thing you are talking about
- The time
- The place

You start a new paragraph by finishing your sentence with the correct punctuation, then missing out a line and starting a fresh line. There should be a neat gap between your last paragraph and your new one. The gap should only ever be one line.

## **Example:**

The boys were looking incredibly scared. They had not realised that it was going to happen... When they threw the rock, they did not mean for it to hit the window but as it left Joe's hand, he knew exactly what was going to happen.

The next day, they woke up in fear. They knew someone would have seen them and they would get caught. Wondering whether they should tell their parents first, they had no idea what to do.

## **Tips for using paragraphs**

- If you are changing what, who or where you are talking about, start a new paragraph.
- There isn't a rule for how long or short paragraphs should be. However, you should have at least two or three in a page of writing.
- If you are unsure of where to put a paragraph, think about what you plan on writing about next and think about whether the time or place or what is happening is going to change.